education in France

no. 1

PUBLISHED BY THE CULTURAL SERVICES OF THE FRENCH EMBASSY

EDUCATION

IN

FRANCE

French Cultural Services
New York

THE UNIVERSITY OF CHICAGO LIBRARY

LA690
.E2

"EDUCATION IN FRANCE"

published four times a year

by the

CULTURAL SERVICES OF THE FRENCH EMBASSY

is available upon request to

972 Fifth Avenue, New York 21, N. Y.

Free distribution

education in france - No. 1, October - December 1957

TABLE OF CONTENTS

pages

Letter from His Excellency Monsieur Hervé Alphand, Ambassador of France to the United States. 1

Editorial by Monsieur Edouard Morot-Sir, Cultural Counselor, Representative of French Universities in the United States 5

The French Educational Reform 7

"The Problem of Specialization Facing Universities Today", by Monsieur Pierre Auger, Director of the Scientific Department of UNESCO 15

News from French Academic Life 21

Franco-American Cultural Exchanges 29

Correspondence 33

Bibliography
- Bibliography on French Educational Reform 38
- New books on Education 39

UNIVERSITY OF CHICAGO LIBRARY

LA690
.E2
v. 1-4

"EDUCATION IN FRANCE"

published four times a year

by the

CULTURAL SERVICES OF THE FRENCH EMBASSY

is available upon request to

972 Fifth Avenue, New York 21, N. Y.

Free distribution

TABLE OF CONTENTS

pages

Letter from His Excellency Monsieur Hervé Alphand, Ambassador of France to the United States. 3

Editorial by Monsieur Edouard Morot-Sir, Cultural Counselor, Representative of French Universities in the United States 5

The French Educational Reform 7

"The Problem of Specialization Facing Universities Today", by Monsieur Pierre Auger, Director of the Scientific Department of UNESCO 15

News from French Academic Life 21

Franco-American Cultural Exchanges 29

Correspondence 37

Bibliography:
- Bibliography on French Educational Reform 38
- New books on Education 39

6274

Gr(Sem.)F

LETTER FROM HIS EXCELLENCY MONSIEUR HERVÉ ALPHAND

Ambassador of France to the United States

Washington, October 22, 1957

With the publication of "Education in France", the Cultural Services of the French Embassy wish to acquaint Americans with French educational aims and methods. The West has been shocked into realizing that the military co-operation of NATO is not enough to insure its security. We must reinforce this co-operation through closer ties in research and science. We must attempt to develop a mutual understanding of our educational problems and, together, try to find a solution for them.

We of the free world must learn to work and to think together. There must be a widespread co-operation among our technicians, our researchers and our scholars - or we shall become the victims of our mistrust. Individualism, the foundation of our common civilization, ought not carry us to anarchy. In order to make better use of all the vast resources of the West, we must firstly develop and co-ordinate our efforts in the field of education.

"Education in France" is a contribution to the establishment of this "community of minds" which is imperative to the solidity of our Alliance.

Hervé Alphand

EDITORIAL BY CONSEILLER EDOUARD DUBOUT-SIR

Cultural Counselor,
Representative of French Universities in the United States

I am happy to present to those in the United States who are interested in matters of education and teaching, a new publication of the Cultural Services of the French Embassy, Education in France.

For a long time relations between the universities and schools of our two countries have been very close. French and American professors are acquainted with their respective works; they exchange an abundant correspondence and at times are even engaged in similar or common research projects. More and more students now cross the Atlantic in both directions and thus create understanding and love for their countries. At the same time they prepare a new generation of men whose spirit will be spontaneously receptive to the problems of international relations on the economic, political and cultural levels.

The main purpose of Education in France is to give information regularly (four times a year) about the life, problems and developments in French universities, about the various possibilities of exchanges and scholarships, and the most significant research that has been done in France in the field of pedagogy. We also hope that it will become a means of communication between the Cultural Services and all those in the United States who are interested in the latest solutions that France has worked out for its problems in education.

It is hardly necessary to recall that education is the main instrument which, in civilized societies, has assured the continuity of culture and progress. Discussion and research in education has been traditional in France - before and after Rabelais and Montaigne, before and after the creation of a system of teaching adapted to the great scientific discoveries. It is this French contribution that we shall try to present to you in its different aspects. Though sometimes it appears revolutionary, it is always animated by the same spirit of humanism.

There are today in both our countries (although they are less violent in France) conflicts between educationists and professors of certain subjects. It is not for us to take sides in this dispute. But we would be happy to open a free debate in which each one might express his opinions on the variety of problems raised by this fascinating relationship between teaching and pedagogy.

The cultures of our two countries are based on the same fundamental civilization. We share the belief that truth itself

is the basis of all pedagogy and that the ultimate aim of all education is a wisdom which brings to man both happiness and liberty. Today, the truth that we are searching for is, above all, scientific. Thus the most pressing educational problems are relative to the development of the sciences and their techniques, as well as to the study of their influence on the personal and collective lives of men. There cannot be true scientific co-operation without an exchange of our pedagogical resources and a comparison of our methods.

Moreover, the words "education" and "general culture" are constantly associated in the minds of French and American educators whether within the limits of scientific teaching or in a larger sense. The problem is sometimes reduced, perhaps in an artificial manner, to a discussion of the relationship between a traditional humanist culture and a scientific culture. However that may be, we will keep our readers informed on French research and French attitudes in this field. Discussions of this matter are vital and urgent decisions must be made.

We shall welcome suggestions from our readers. We hope that they will not hesitate to write and we will gladly answer their questions, whether they are of a personal or general nature.

We hope that this bulletin on education will be, in its own way, a new, positive element in the many and already very important cultural exchanges between France and the United States of America.

Ed Mond - Fr

THE FRENCH EDUCATIONAL REFORM . . . .

NOTE: We feel we should advise the readers that, as a result of the changes taking place in our Government, it is possible that the proposals explained below may not be discussed before the National Assembly. We are publishing them in spite of this fact, as they can be considered a synthesis of the new ideas on education that have been brought forth in the course of recent years. If another set of proposals replaces those of Monsieur Billères, they will undoubtedly be formulated according to the principles and governing ideas of those discussed here.

The Proposals

The proposed law, formulated by Mr. René Billères, Minister of National Education, which envisages a profound transformation in the French system of education, was reported out of committee and discussed on the floor of the National Assembly in July 1957, several days before the close of that session of the legislature. The debate will be continued in October. This is the seventh proposed reform since 1946 and the only one that has succeeded in reaching the floor of the Assembly.

Excerpts from the Preface to the Proposed Law

"The world is in a constant state of evolution - the arts, sciences and industrial techniques are in a continuous process of development. There are regroupings on the social, economic and political levels. The history of education is a perpetual striving to adapt to these inevitable changes. With each new stage of this technical, economic and social evolution the same troubled question must once again be posed. How can these innovations be given the benefits of the legacy of the past? How can the heritage of previous civilizations be included in the new age?

Thus, educational reform becomes a permanent problem for all societies in the process of evolution.

The present system of French public education was not established as the result of one concise plan. It can only be explained by viewing the various elements as they became incorporated into the system.

The present project proposes to make the organization of education more coherent and more efficient, and, by opening all doors in a truly democratic way, to arrive at widespread teaching and dissemination of culture in the nation required both by the structure of modern civilization as well as by the fundamental principles of the Republic.

The following measures have been proposed:

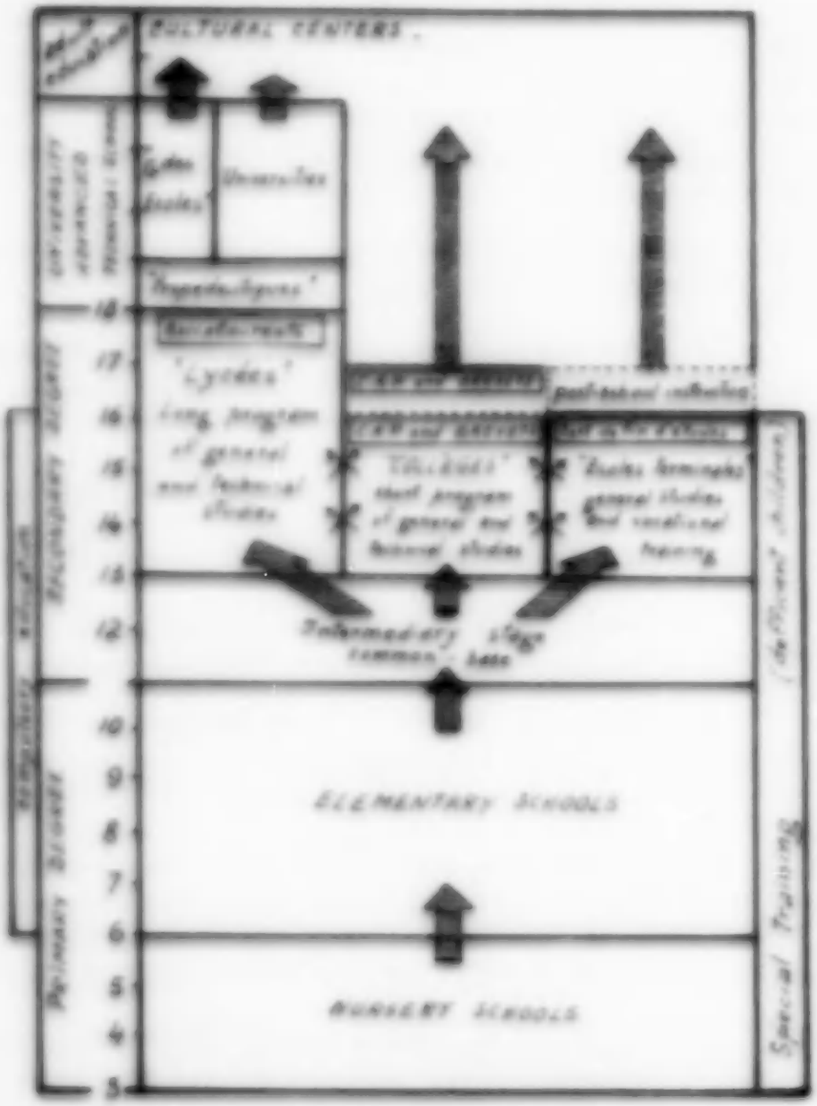
1. COMPULSORY EDUCATION WOULD BE EXTENDED UNTIL THE AGE OF 16. (At the present time schooling is compulsory until the age of 14.)

2. PUBLIC EDUCATION WOULD BE FREE OF CHARGE AT ALL LEVELS.

3. AN INTERMEDIARY STAGE OF EDUCATION CALLED THE "COMMON BASE" WOULD BE CREATED. THE PERIOD OF STUDIES WOULD BE THE SAME FOR ALL CHILDREN WHO HAVE COMPLETED THE FIRST CYCLE OF ELEMENTARY STUDIES. FOR TWO YEARS, THAT IS BETWEEN THE AGES OF 11 AND 12, THEY WOULD RECEIVE A KIND OF GENERAL INSTRUCTION WHICH PREPARES FOR VARIOUS MORE ADVANCED STUDIES.

The common base would comprise one year of so-called "observation", with the same program of studies for all students. This would allow the instructors to determine the aptitudes of each child. The following subjects would be taught: one foreign language, natural and physical sciences, elementary principles of algebra and their applications, mechanics, geometry, elementary manual training, instruction in the arts, both music and the plastic arts, and basic ideas in the social sciences. The second year would allow the student a choice in his program, ranging from Latin to theoretical sciences, to the study of elementary mechanisms. At the conclusion of this second year

DIAGRAM



Index: Grandes Ecoles - advanced state-supported professional schools, offering training for specific careers in administration, education, the army, the arts, technical services, etc.

Baccalauréat - the diploma awarded at the conclusion of secondary studies.

C.A.P. and brevets - certificate of aptitude for a profession.

Propédeutique ("Certificat d'études littéraires générales") - a certificate which must be obtained prior to any advanced studies at the Faculties of Letters.

of intermediary education, parents, aided by specially appointed "advisory boards" would be called upon to decide on the future of their children. The opinion of these advisory boards (which would be composed of teachers of various subjects, representatives of parents, doctors and psychologists) would be based on an examination of the scholastic records of each individual student from his first year of school. Classes during this period of intermediary education would be limited to 25 students.

Three types of schools would be open to students upon the completion of this intermediary stage.

a) Terminal Schools - general cultural background preparing of jobs in industry. Practical training in various kinds of fields. Agricultural training. Three year course.

b) "Collège" which offer two types of programs:

- a program preparing for various kinds of office work. Three years' study.
- technical training: applied courses for technicians and engineers. Four or five years' study.

c) "Lycée" - general cultural background and technical training which prepares students for the baccalauréat degree and for entrance to schools of higher learning. Five years' study.

This new diversified system of education would give a very large place to agricultural training which would be on the same level as preparation for industry. Vocational training would be recognized as being of equal dignity with traditional secondary education.

4. ORGANIZATION OF PERMANENT CONTINUATION COURSES FOR ADULTS - meeting places, discussions and research, libraries with specialized reference collections, theatrical activities, musicales, artistic activities, in-service courses in the newest techniques, courses for those who wish to learn a new trade.

5. SOCIAL MEASURES DESIGNED TO MAKE EDUCATION MORE DEMOCRATIC: the creation of a new system of scholarships which will go beyond the intermediary school. Measures which will ease the financial burden for both the student and his family during the period of studies. There would be no enrollment fees in institutions of higher learning. The creation of state-supported restaurants and lodgings for students and reimbursement as far as possible for school supplies are also planned.

Summary of School Statistics, 1955-1956

		Schools	Students	Masc.	Fem.	Teachers
Elementary Education	Public:	76.900	5.511.549[1]	2.856.311	2.655.248	170.000
	Private:	10.811	1.048.303	442.376	605.927	
			6.559.852			
Secondary Education	Public:	878	560.520[2]	287.503	273.017	22.500
	Private:	1.778	396.889			
			957.409			
Higher Education	Public: 17 Universities and "Grandes Ecoles"		157.489[3]	100.403	57.086	3.600 Professors & Assistants
			16.500			
	Private Universities:					
	5 Catholic Faculties		6.929			
	3 Protestant Faculties		200			
			181.118			
Vocational Education	Schools of different types and levels, training centers, technical "collèges", professional schools, various schools of engineering, etc.					
Age 13 to 18	Public:	2.300	320.000			20.000 Teachers & professors
	Private:		425.000			
			745.000			

Agricultural Education

		Students
Elementary Degree	Public:	106.225
	Private:	63.400
Secondary Degree	Public:	2.285
	Private:	2.280
Higher Degree	Public:	2.139
	Private:	499
		176.828

Art Education

Since so many specialized schools are devoted to the teaching of the Arts, we can only give here the statistics relating to our most important public schools:

"Ecole Nationale Supérieure des Beaux-Arts": 3.489 students

"Ecole Nationale Supérieure des Arts Décoratifs": 368 students

"Conservatoire National d'Art Dramatique": 98 students

"Ecole du Louvre": 843 students

Total: 4.738 students

(1) Nursery schools, elementary schools, complimentary courses.
(2) Including the pupils of the elementary classes of the secondary degree schools.
(3) 148.633 French students, 8.086 of French Colonial origin, 8.771 foreigners.

The Present Stage of Discussions in Political Circles and in Unions

As you will remember, in June 1956, the Advisory Councils of Teachers (Les Conseils d'Enseignants) adopted the proposals of Monsieur Billères. One month later, the Higher Council for National Education (Le Conseil Supérieur de l'Education Nationale) and the Independent Federation for National Education (La Fédération autonome de l'Education Nationale - F. A. E. N.) gave their approval. The text was then adopted by the Commission for National Education (La Commission de l'Education Nationale). During the year 1957 the proposals were examined in detail at the meetings of various teachers' unions, and in the majority of cases were favorably received. The General Union of National Education (Le Syndicat Général de l'Education Nationale S. G. E. N.) was strongly in favor of the measures (85% of the votes supported the principles of the law which would reform the system of education.) The National Union of Secondary Teachers (Le Syndicat National de l'Enseignement Secondaire - SNES), on the other hand, did not take a definite stand in the matter and plans to give further study to these proposals. The SNES does not disapprove of the principle of a "common base" but would want to reduce it to one year. They also want the proposed law to reaffirm explicitly the separation of Church and State in matters of education and indicate precisely the qualifications and manner of recruiting teachers for the intermediary stage of education. The National Union of Lycée and College Teachers (Le Syndicat National des Lycées et Collèges - S. N. A. L. C.) favors the proposed reforms, while suggesting several modifications in long secondary education).

As far as the political discussions are concerned, about twenty deputies took part in the debate which opened in the National Assembly in the afternoon of July 24, and which continued during July 25 until the close of the legislative session on the following day.

Gaston Deferre, a member of the Radical Socialist Party, presented the reform to the Assembly. He underlined the necessity of ensuring free education on all levels, a free meal, school supplies transportation, scholarships both for resident students and those living at home when necessary, special allowances for those taking certain pedagogical courses, allowances for students and for parents whose children are attending school, and an expanded program of state-supported cafeterias and dormitories. He declared that he was opposed to the "Common Base" which would belong neither to elementary nor secondary education. Studies in the humanities would suffer. Instruction in general culture would be interrupted for two years. Gaston Deferre then criticized the guidance program which would be constituted by the reform and added that he feared the cost of this reform would be very high. 400 million francs each year for five years, or a total of about 2 billion francs.

Madame Lemperreur, a Socialist, and President of the Commission, spoke in favor of the guidance program and the common base, as opposed to the existing system of choosing future studies on the basis of examinations. The other Socialist deputies all stated that they were in favor of the reform, and underlined their complete agreement with the principle of continuation courses for adults.

The M. R. P. deputies emphasized the necessity of caring for individual needs in education, and deplored the fact that in the projected reform, this kind of individual attention exists only in the intermediary years when it should be present from the initial stages of learning. They also discussed the idea of vocational training and that of the cultural background of teachers. They then proposed that the reforms be instituted on an experimental basis in a few departements before being put into effect in the entire country.

The Communists declared that they will support all efforts for the democratization of education and the separation of Church and State and declared their support of the Common Base.

A delegation of Republican Socialists draw the attention of Premier Bourges-Manoury to a certain number of criticisms made of the reform and suggested that a Commission be created which would seek to resolve these difficulties before the continuation of the debate at the next session of the Assembly.

THE PROBLEM OF SPECIALIZATION FACING UNIVERSITIES TODAY

by Pierre Auger
Director of the Department of Sciences, UNESCO

Introduction

One could define the role of universities as four-fold. First of all, they are the guardians of culture and responsible for maintaining and developing the intellectual level of a country. Then, they have a fundamental role in the formation of the framework of society, whether it be by offering general education or by training groups of specialists required by technical progress. In the third place, universities are research centers. On them falls a large part of the great task of discovery and progress, without which man's life would perhaps not have its true significance. Finally, universities should be considered by governments as their logical advisers when important moral, spiritual, economic or social questions are raised. Unfortunately this function is perhaps not so prominent today as it was during the Renaissance.

These four roles are closely linked. It is not possible to examine any one of them, as for example that of the formation of an active élite for a nation, entirely independently of the others. A university which would devote itself only to this function while neglecting its duties in the field of research or in preserving the set of values which has been entrusted to it, would quickly lose its stature and turn out mere technicians, capable at most of ensuring the continuation of a routine way of life. This is undoubtedly the reason why many teaching establishments which were founded simply as technical colleges in order to meet an urgent need for engineers or agricultural specialists, have gradually been transformed into real universities by the widening of their teaching program, the original research they have undertaken, and their growing concern for the maintenance of a high intellectual level. This, it seems, is an almost empirical proof of the basic value of the old university pattern and an excellent reason to allow universities to continue the essential task of formation to which they have so successfully dedicated themselves. Naturally, the exigencies of the modern world require some modification in the structure of certain universities and in their methods of research and teaching, but it is certainly possible to do this with-

not jeopardizing the time-honored principles upon which they were established, and which, perhaps, have no more reason to change than human nature itself.

However, without going beyond the framework already mentioned, the outlook for higher education has been transformed by the events of the last twenty-five years.

Several new scientific discoveries have been made whose applications will become important factors in economic and social life: e.g. the splitting of the atom, semi-conductors, antibiotics, etc. Never before in the history of mankind had new stages of progress been determined beforehand, and their consequences to a certain extent theoretically evaluated. This explains why the problem of specialized personnel, a problem which has always been present when new branches of technique were opened, but which was resolved naturally in the course of resulting developments, is now placed on an entirely new basis. Actually, it has become a question of training personnel to be employed in factories and offices which do not yet exist, for work whose nature and volume cannot be exactly determined, but whose certain importance is universally recognized. Technical schools or their corresponding university departments had to be hastily constructed, with an insufficient teaching staff and inadequate equipment. Several humanistic problems arose and were given various solutions. We shall examine successively those of the period of specialization, the type of school and teaching staff, the number of students, and the role of general culture.

Specialization.

There are two schools of thought regarding this question. According to one, modern techniques require an increasingly deeper knowledge of more particular branch of studies. Therefore, it can be advanced that young people should receive a specialized training in one of these fields very early in the course of their studies. Specialization, with the more advanced in its largest sense, would begin with secondary education. It is true that this would make it possible to acquire personnel who, although still young, would possess sufficient knowledge to render useful service. On the other hand, this method requires a serious overhauling of present curricula.

Others, more numerous, basing their argument on the rapidity with which techniques are modified, prefer specialization, in the strict sense of the word, only as late as possible in the course of the training of young people. For many divisions of factories and laboratories, it is preferable to have engineers and researchers possessing solid scientific knowledge, both theoretical and practical, including also fields related to that which will constitute their primary specialization. This specialization will be acquired by studies, by training received in post-graduate institutions, in courses offering practical and applied courses. In this way it is possible to avoid the considerable inconvenience which accompany numerous

sions made necessary by sudden changes, such as the abandoning of outdated, uneconomical methods and the introduction of inventions and new discoveries in current practice.

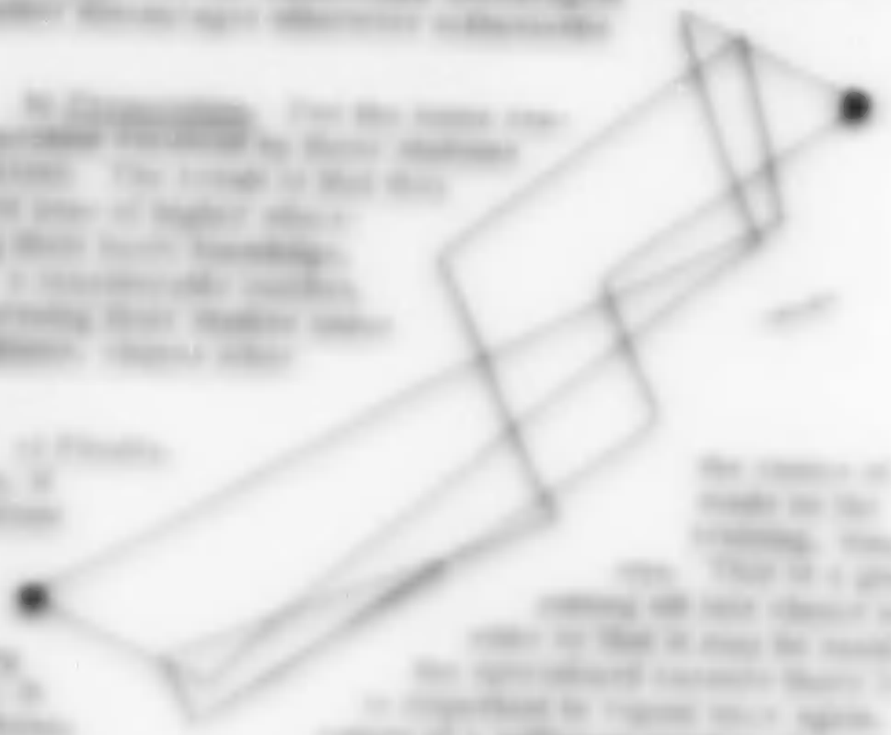
Furthermore, it must be realized that non-specialization in no way implies education of a static nature with secondary and university programs remaining in their present form. Nuclear physics, and the study of chemical and biological reactions, for example, will soon find their place in the curriculum and become a part of that fundamental knowledge which every person in a technical profession must possess. This aspect of the preparation of the younger generation for life in what is already termed the atomic age may even seem of equal importance to that of the training of specialists.

In a general way, one can say that the length of studies in universities or technical schools could be divided into two periods of equal length, the first devoted to general scientific studies, the other to specialized training.

Types of Schools

There are essentially three types: universities, advanced technical schools, research institutions. A great number of universities all over the world, but more particularly in countries with advanced scientific development, offer a complete course of study of about five to six years in length. During the second part, specialization can take place. For this, a school must have at its disposal practical equipment and an adequate teaching staff. It seems that in many small countries, this last condition is the most difficult to effect. The purchase of special apparatus is no more than a financial problem, an important but not an insurmountable one, whereas the acquisition of a permanent teaching staff, laboratory instructors and qualified assistants is in most cases impossible in a short period of time. In many instances, one looks that a sort of mass aid coming from another better-equipped university, by

[illegible]



[illegible]

[illegible]

The University was completely destroyed by an earthquake on July 1, 1906. The new University was designed by the architect Henry Ballard, a Winner of the "Grand Prix de Rome". It can accommodate 5,000 students. The inaugurative ceremony was attended by almost 2,000 persons from international university and diplomatic circles. Queen Elisabeth of Belgium conferred the Order of the Crown upon Alexander Ghiatis, Rector of the University of Lyon.

During the 1951-1954 academic year the University will have 4,000 students and 140 professors in the four constituent buildings already erected. The Faculties of Letters, Sciences, Law, and Medicine are already in operation. The laboratories for practical scientific work have complete, efficientlove equipment. In the chemistry laboratories, the tables and their pipes are located in between the double facing and are connected to the main conductor pipes. The laboratory conductor equipment has been installed in the laboratories, an electronic microscope with the power to enlarge to about 150,000 times is found here. Dr. of Physics Lakovsaef and Professor of the Paris Observatory, who received the First Prize awarded by the Higher Council for Scientific Research at the beginning of this year for their electronic microscopes, a spectrophotometer, a fluorescent spectrum, and an ultraviolet microscope is left in Paris to the Institute of Physics.

In one of the scientific buildings there is an extraordinary model of Ancient Rome, with all temples, arches, gardens and palaces. It covers a surface of 700 square feet and was made by Paul Bigot in the Institute of Ancient Science.

[illegible] A special course for high scholarship students has opened on [illegible] "Chair of the Middle Ages" required for all students, but there is no entrance examination but that required for admission and registration. The Institute of Medicine is headed by the University of Lyon.

Candidates must be at least 18 years old, and not over 30 years of age.

There is a compulsory entrance examination on the same level as the accelerated examination in elementary mathematics, in Medical Physics and in experimental sciences.

Faculties	10 months in length	30 hours of courses each week	
Laboratory	2 hours	Lectures in physics	2 hours
Laboratory	2 hours	Mathematics	4 hours
Lectures	4 hours	Physics and Chemistry	4 hours

The Institute of Applied Science prepare students of a good background in mathematics.

[illegible] The buildings will be opened in the year of 1957 in Chicago for Medical Research, Art Studies.

The La Fayette Exhibition at the Library Company

As one of the events planned for "La Fayette Year", an important exhibition has been organized by the Library Company of the Hôtel de Ville and inaugurated by Lt. Fred Cody. This exhibition COVERS the whole life of the hero of American independence by means of documents, most of which have not been published, and pictures and souvenirs from private collections.

Among the most remarkable pieces are the text of La Fayette's [illegible], his marriage contract, a letter from Madame d'Ornano to which the young General's governess and aide are visibly associated, Count de Saint-Simon's portrait in the American Revolution (1780-82), and the original record of the Canadian Campaign written from 1778 to 1779 by Desgenevilles who then was General's first aide-de-camp. In this document he shows that the Americans are on their way towards an "Independent Republic of Pennsylvania" in which France could find her [illegible].

International Congresses, Congresses organized by the Scientific Research Service Center during the 1950 to the year 1955

1. September 23th to October 30th, in Belgrade (Yugoslavia): 10th International Congress of Military Medicine and Pharmacy.

2. September 23th to October 30th, in Paris: 9th International Congress of International Society of Sail Drawers.

3. September 26th to October 5th, in Paris: International Conference of C.I.G.R.E. and "La Cultivé Sur Sucrerie Fraude [illegible]" (Management of industrial water facilities).

4. September 26th to October 5th, in Athens: 7th Congress of the International Association of Criminal Law.

5. October 1st to 3rd, in London: Conference on "Lubrication and wear" Institution of Mechanical Engineers.

6. October 4th to 14th, in Buffalo, New York: Meeting of Environmental Health Officer Society: 210 West Chief Street, New York 25, N.Y.

7. October 14th to 18th, in Paris: 4th Congress of the Association of the "Scientific de Langue Française" (French-speaking Scientific).

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Broadcasting Topics for the School Year 1965-66

Primary Observation: **Tuesday, June 8, 2:00 p.m. to 2:30 p.m.** French, history, effects, current issues of broadcast presenting considers the correction and expression of opinion.

- Vocabulary in broadcasts
- How the children of the eighth live in broadcasts
- The lives of animals in broadcasts
- Theatre in the school, excerpts from the theatre played by the Comédie Française in broadcasts
- Great men, current events - ten 15 minute programme in broadcasts
- Chateau et histoire, reconstruction of historical events in broadcasts

Tuesday, June 8, 2:00 p.m. to 2:30 p.m. Primary, programme of broadcasts of a more didactic nature concerning to give the latest developments in the subjects studied.

- A tour of France by two children - France today, the programme for the future (2) broadcasts
- Geography of the earth in broadcasts
- Applied science: electricity, mechanics, cybernetics, chemistry in broadcasts
- Natural science: the human body, the nervous in broadcasts

[illegible]

Complementary education: [illegible]

- Physics and chemistry for students specializing in [illegible]
- Natural science [illegible] animal biology [illegible]

General knowledge: Introduction to the world of labor and the chief economic and social problems. Wednesday, from [illegible] p.m.

- [illegible] nature [illegible]
- The public services [illegible]
- The great corporations [illegible]
- Diversity of crafts [illegible]

LA FAYETTE SCHOLARSHIPS

On the occasion of La Fayette's bicentenary and "in order to perpetuate his memory", the La Fayette Fellowship Foundation has established this year a series of scholarships which will permit young French graduate students to spend two years in the United States to complete their studies and become acquainted with American life.

The Franco-American Committee for examination of candidates is composed of M. Sarrailh, Rector of the Academy of Paris, M. Gaston Berger, etc. (See page 7 of "L'Education Nationale", No. 14, May [illegible], 1957.)

"Concours" LA FAYETTE

The winners of the French Contest organized in American colleges and universities as part of the La Fayette bi-centennial celebration were selected by the jury which met at the Cultural Services of the French Embassy on June 1, 1976. They were:

1. Naomi Feldman, Barnard College, Columbia University, New York
2. Pamela Hutchinson, University of Kansas, Lawrence, Kansas
3. Carl L. Black, Jr., University of Pennsylvania, Philadelphia, Pa.
4. Ray E. Gilbertz, Wheaton College, Wheaton, Illinois
5. Edward Kreinbrink, University of Miami, Coral Gables, Fla.
6. Mary E. Rosborough, St. Joseph College, Emmitsburg, Maryland
7. Laurence Harrington, University of New Hampshire, Durham, N.H.
8. Maureen Callan, St. Lawrence University, Canton, New York

The students left New York on July 15th, aboard the French liner "LIBERTE". The prize awarded to the authors of the eight best essays written in French on the subject, "La Fayette and the American Revolution", was a trip to France planned according to the following schedule:

July 17	Arrival at Le Havre
July 17-31	Stay in Paris: accommodations in a student dormitory.
	Tours and Excursions: General guided tour of Paris in excursion buses. Excursion to Versailles Excursion to Fontainebleau Excursion to Chartres Lecture tour of the Louvre Evening lecture tour of the Sainte-Ste Louvre Lecture tour of the Carnavalet Museum Spectacle, "Son et Lumière" at Versailles An evening at the Opéra.
August 1-22	Stay at Saint Aygulf on the Côte d'Azur, near Saint-Raphael. The 3 week vacation was organized in a camp for French and foreign students with a 50% proportion of French students. Each week an excursion by sight-seeing bus was arranged for the whole day. There were three major excursions during the stay there.
August 23	Return to Paris
August 24	Embarkation at Le Havre on the S.S. "LIBERTE".

Before their departure and upon return, the winners of the Concours La Fayette attended a reception given in their honor by the French Cultural Services of the French Embassy in New York.

FRANCO - AMERICAN CULTURAL EXCHANGES

AMERICAN STUDIES IN FRANCE

Courses and seminars organized during the summer 1957

BLERANCOURT - May 10 to May 12, 1957

The "Association amicale universitaire France-Amérique" organized a seminar of American literature for French students at the château de Blérancourt (Aisne). The lectures and discussions were on : The American Writer at Home and Abroad. About thirty students representing most French universities were invited to participate in this session. American professors came from Paris, London, Florence and Dijon, where they had spent the academic year.

The discussions on Henry James and Sherwood Anderson were particularly animated. The success of this session confirms the interest in and the necessity for such meetings.

NICE - July 15 to August 24, 1957

The 5th summer program of American and British Studies was given this year at the Mediterranean Academic Center ("Centre Universitaire Méditerranéen") [illegible] by the University of Aix-Marseille [illegible]

PARIS - September 3 - September 6, 1957:

The second Conference of the European Association for American Studies met in Paris, September 3-6, 1957, at the United States Foundation of the "Cité Universitaire". The Conference was planned on an inter-disciplinary basis, so as to interest scholars within the most various branches of learning. The Conference Program was centered around the problem of "Trans-Atlantic Relationships". The following aspects were chosen for discussion:

1. **Emigration - Immigration**
2. **The businessman in America and Europe**
3. **The frontier, an American phenomenon?**

AMERICAN LECTURERS INVITED TO FRENCH UNIVERSITIES DURING 1957

PARIS:

Mr. F. W. Went, Professor at the California Institute of Technology, Director of the Philotron of Pasadena, gave five lectures, from November 8-12, 1956, on the following subjects:

[illegible]

Mr. Norman C. Meier, Professor at the University of Iowa spoke on the following subjects on March 19, 26 and April 2, 1957:

- A Psychological Interpretation of Art.
- The Communication of an Attitude to Art.

[illegible]

AIX-MARSEILLES:

Mr. Wilson of the University of Bloomington, Indiana, gave instruction in American literature.

CAEN:

On January 30, 1957, Mrs. Switten, Professor at Hampton Institute, Virginia, gave a lecture on "The Negro Problem in the United States".

CLERMONT-FERRAND:

Mr. Edward F. Grier, Professor at the University of Kansas and a Fulbright Exchange Professor, taught "American Civilization and Literature of the 19th Century". At the beginning of the academic year, Mr. Grier had taught American literature at the Faculty of Letters at the University of Lyon.

LYON:

In March 1957, Mr. Tebutt of Northwestern University, directed three practical seminars at the Institute of Economic Studies: one on the organization of an enterprise and two on the policies to be followed in establishing prices.

TOULOUSE:

Monsieur Sienko, Professor at Cornell University, specialist in the magnetic properties of chemical products, and an exchange professor, gave a course in nuclear physics to the students of the Ecole Nationale Supérieure de Chimie.

RESEARCH WORKERS and TEACHERS COMING FROM FRANCE to AMERICAN COLLEGES 1957-1958

TEACHERS:	FROM	TO
DAVID, René	Faculty of Law, Paris	Yale University, New Haven, Conn.
DELSARTE, Jean	Faculty of Sciences, Nancy (mathematician)	University of Maryland, College Park, Md.
FORGUE, Guy	Lycée Thiers, Marseille (English teacher)	Yale University, New Haven, Conn.
KOPELMANAS, Lazare	- Scientific Research National Center (Int'l. Law)	Yale University, New Haven, Conn.
LAFFITTE, Louis dit J. L. CURTIS	- Man of letters (French literature)	Haverford College, Penna.
LEBEGUE, Raymond	Faculty of Letters, Paris (French literature)	New York University, N. Y.
PENNES, Marie-Antoinette	English teacher	Wellesley College, Mass.
POLI, Bernard	English teacher	Wellesley College, Mass.
RABUT, Marguerite	Organization for European Economic Cooperation	The Colorado College, Colorado Springs, Colo.

RESEARCH WORKERS:		
ACCARY, André	Scientific Research National Center (Metallurgical chem.)	Carnegie Institute of Technology, Pittsburgh, Penna.
BLAMONT, Jacques	Scientific Research National Center (Physics)	University of Wisconsin, Madison, Wisc.
BONNETEAU, Jeannine	Agrégée (Physics)	Pennsylvania State University, University Park, Penna.
BROCHIER, Hubert	University of Grenoble (Economics)	Harvard University, Cambridge, Mass.
BULARD, Camille	Faculty of Sciences, Toulouse (Botany)	Purdue University, Lafayette, Indiana
BURGEAT, Michel	Lariboisière Hospital (Deafness)	Central Institute for the Deaf, St. Louis, Missouri
CASTILLON DU PERRON, Michel	- Cochin Hospital (Physiology)	Johns Hopkins Hospital Baltimore, Md.
CRUT, Monique	Scientific Research National Center (Physics)	Massachusetts Institute of Technology, Cambridge, Mass.

DELEDALLE, Gérard-	Lycée of Sousse (Philosophy)	Columbia Universiry, New York
ETLING, Nicole	Scientific Research National Center (Chemistry-biology	University of Alabama, Birmingham, Ala.
FELLION, Yves	Scientific Research National Center (Chemistry)	Massachusetts Institute of Technology, Cambridge, Mass.
FERRET BOUIN, Pierre	University of Toulouse (Physics)	Donner Laboratory, University of California, Berkeley
FORESTIER, François -	Doctor	The Hospital for Special Surgery New York, N. Y.
FRANCHEBOIS, Pierre -	Faculty of Montpellier (plastic surgery)	Memorial Hospital, New York Medical school, University of Michigan, Ann Arbor, Mich.
FROLOW, Anatole	Scientific Research National Center (Byzantine Art Hist.)	Dumbarton Oaks, Research Library, Washington, D. C.
FUNCK-BRENTANO	Medical Faculty of Paris (kidney)	National Institute of Health, Bethesda, Maryland
GERARD, Raymond	Marseille Hospital (cardiology)	University of Minnesota, Minneapolis, Minn.
GONSE, Pierre	Scientific Research National Center (Chemistry, biology)	University of Washington, Seattle, Wash.
JOCKEY, Pierre	National Institute of Hygiene (medical physics)	University of California, Berkeley'
JURET, Paul	Cancer Institute G. Roussy (cancerology)	University of Texas, Houston Sloan-Kettering Institute, New York
KEPES, Adam	Scientific Research National Center (biochemistry)	University of Pennsylvania, Philadelphia, Penna.
KERBLAY, Basile	Foreign Affairs (economy)	Russian Center of Harvard University, Cambridge, Mass.
KOVALEVSKY, Jean -	Observatory of Paris (astronomy)	Yale University Observatory, New Haven, Conn.
LACOMBE, Daniel	Faculty of Sciences of Paris (mathematician)	The Institute for Advanced Study, Princeton, New Jersey
LAJZEROWICZ, Joseph -	Engineer (physics, chemistry)	Pennsylvania State University, University Park, Penna.
LECONTE des FLORIS,- Robert	Faculty of Medicine, Paris (pathology)	Massachusetts General Hospital Boston, Mass.
LEIBOVICI, Marcel	Scientific Research National Center	Brown University, Providence, Rhode Island
LENFANT, Claude	Surgery Center Marie Lannelongue (physiology)	University of Buffalo, New York
LIONS, Jacques	Faculty of Sciences, Nancy (mathematician)	University of Kansas, Lawrence
MARCHAND, André	Scientific Research National Center (physics)	University of Buffalo, New York

MEYENDORFF, Jean	- Scientific Research National Center (theology)	The Dumbarton Oaks Research Library, Washington, D. C.
de MOURGUES, Louis	- Scientific Research National Center (chemistry)	Johns Hopkins University Baltimore, Maryland
PELTIER, André	Paris (rhumatology)	Columbia University, N. Y.
PEYRON, Maurice	Faculty of Sciences, Lyon (physics)	National Bureau of Standards, Washington, D. C.
ROSEAU, Maurice	Faculty of Sciences, Poitiers (mathematics)	Institute of Mathematical Sciences, New York, N. Y.
SIGG, Bernard	Hospital Henri Rouselle (neurologist)	University of California Medical Center, Los Angeles
SOULAGES, Pierre	Painter	Museums (East Coast)
TALON, Henri	Faculty of Letters, Dijon	Duke University, Durham, N. C. Huntington Library, San Marino, California
VAN BOCKSTAELE, Pierre	Medical Doctor (dermatologist)	New York University Medical Center, New York
VERNHET, Jean	Faculty of Medicine Montpellier (surgery)	Ochsner Clinic, New Orleans Louisiana
WELVART, Zoltan	Scientific Research National Center (chemistry)	University of Notre Dame, Notre Dame, Indiana
PORTMANN, Michel	Faculty of Medicine, Bordeaux	University of Chicago, Ill.

EXCHANGES:

CAZEMAJOU, Jean	Lycée Montesquieu, Bordeaux (English teacher)	West Virginia University Morgantown, W. Va.
CELLIE, Jean	Lycée Montesquieu, Bordeaux (English teacher)	Germantown Academy, Philadelphia, Penna.
DARCOURT-LEZAT, Emmanuel	Lycée de Toulouse (English teacher)	Boundbrook High School New Jersey
LAVABRE, Simone	Lycée de Maux (English teacher)	Amherst Pelham Regional High School, Mass.

TEACHERS AND STUDENTS WHO CAME TO THE U.S., Summer 1957

A group of twenty-five French teachers arrived in New York on July 9, for a 70-day study and travel program under the International Teacher Education Program administered by this Office in cooperation with the United States Department of State. The schedule of activities for the group was as follows:

Itinerary: New York - Buffalo and Niagara Falls - Chicago - St. Paul - Livingston - Seattle, Washington (from July 15 to August 23 attended the University of Washington Summer Institute) - Portland - Oakland - San Francisco - Yosemite National Park - Los Angeles - Grand Canyon - Houston - Lafayette - New Iberia - New Orleans - Birmingham - Atlanta - Washington, D. C. - back to New York

on September 17 - depart from New York on the S.S. "United States", September 19.

Reception was given in their honor at the Cultural Services of the French Embassy on September 18.

A group of 33 students of the National Institute of Agronomics in Paris, arrived in New York on July 25, for a 40-day study and travel program in the United States and Canada. The group had the following itinerary arranged for it:

New York - Washington, D.C. - Beltsville - State College, Pennsylvania - Cornell University, Ithaca, New York - Canada through Montreal and Quebec from August 3 to 22 - Detroit - Chicago - Decatur - St. Louis - Glasgow - Knoxville - and New York via Washington. Two members of the group, Mr. P. Henensal and Mr. C. Lequi went on the beginning of August to Des Moines (Iowa) where they held short-term positions.

Reception was given in their honor at the Cultural Services of the French Embassy.

A group of 52 French students, members of the Association Internationale des Etudiants en Sciences Economiques et Commerciales, were invited to spend three months in the United States and were offered short-term employment in American offices. In exchange, 52 American students from 19 American universities worked in French industries and commercial houses this past summer.

The French group arrived in New York on July 14, 1957, on a specially chartered plane of Air France. The Cultural Services of the French Embassy organized a reception in their honor on July 15.

A NEW COMMITTEE FOR STUDENT EXCHANGES

According to the statutes of the International Association for the Exchange of Students for Technical Experience and by the decree of December 17, 1956 (Journal Officiel, December 27, 1956) a committee was created in the Department of Technical Education of the Ministry of National Education for the organization of a program of short-term employment exchanges with foreign countries. This committee will be known as the French Committee of the I.A.E.S.T.E. The Committee will be presided over by the Director General of Technical Education or his representative. The Committee's headquarters are in the building of the Department of Technical Education, 34, rue de Chateaudun, Paris 9e.

NEW BOOKS ON EDUCATION

- IGOT, Marie-Jeanne - "The Use of Recordings in Teaching". (Le Disque et ses utilisations dans l'enseignement). Editions du Guide du Concert et du Disque, 1956. Suggestions, comments and practical advice based on the observation that recordings are one of the most important elements in modern education.

- MULLER, Lydia - "Research on children's understanding of the rules of Algebra" (Recherches sur la compréhension des règles algébriques chez les enfants". Editions, Delachaux et Niestlé - Collection Actualités pédagogiques et psychologiques - 242 pages, illustrated. A study and analysis of the causes of the great difficulties encountered by children when they begin the study of algebra. This work is presented from the point of view of the psychological development of the child and the concepts of logic. It is based on systematically conducted experiments. The author tries to see if certain rules of algebra are part of infant logic. She is able to show that from the age of seven, children are capable of understanding reasoning of the following type: $-(-p) = p$. She tries to find a means of making abstract rules accessible to children.

- "The Great Teachers" (Les Grands Pédagogues). Edition - Presses Universitaires de France, 1956. By J.S. Brubacher, G. Calo, R. Dottrens, W. Flitner, V. Garcia Hoz, V. Mallinson, P. Mesnard, L. Meylan, J. Moreau, J.B. Piobetta, R. Planke, R. Savioz, under the direction of J. Château. A collective work consisting of articles by eminent French and foreign professors, designed to introduce the work and the personality of the greatest teachers throughout the centuries. (Among others, Plato, Jean-Louis Vivès, Comenius, Rousseau, Pestalozzi, Dewey, Maria Montessori, etc.

- MALRIEU, Philippe - "The Affective Life of Children")La Vie Affective de l'enfant). Edition du Scaracée. Preface by Maurice Debesse. 147 pages. Work on the basic mechanisms of infant affectivity, its incidences and the factors which condition its development. The search for affective origins of moral life.

- "Affective Maturation in Child Formation" (La Maturation affective dans la formation de l'enfant). No. 2, December 1956, of School for Parents (L'Ecole des Parents).

  Dr. Dublineau: A study of the role of parents.
  Dr. Duché: The main organic functions.
  Dr. Berge: Sexual education at puberty.
  Dr. Smirnoff: A Summary of his experiences with the parent groups that he directs.

- PRUDHOMMEAU, M. - Intellectually deficient children" (Les enfants déficients intellectuels". The psychological and pedagogical bases for the recognition of the problem and the offering of special training. Printed at the Presses Universitaires de France - Bibliothèque de la revue "Enfance". 308 pages.

Do you have any questions

about

Education in France?

Representative letter received by the French Cultural Services: *

Dear Sir,

I am interested in the possibility of attending school in France. My major field is City Planning. I am presently attending college in New York under the benefits of the Government's School Bill for Veterans.

I would like to know how to obtain admission to a school in Paris.

Thank you.

. . . . . .

Answer to above:

Dear Mr. . . . . .

I am sending you under separate cover our publications "Study in France" and "French University Courses for Foreign Students". In these booklets you will find general information on study abroad and courses designed for undergraduate students. However, most of these courses are in French language and civilization.

Courses in City Planning are given at the Institut d'Urbanisme of the University of Paris (3 rue Michelet, Paris, 6e), Mr. P. Lavedan, Director.

These courses, however, are considered to be on the graduate level. If you wish to apply for special permission to enter with your present academic status, I would suggest that you write to the Director. Education is State-supported in France. There is a registration fee of 1,000 francs at this school.

You would, of course, have to have your program of study approved by the Veterans Administration, if you wish to use the "G. I. Bill" in France.

If you have any further question, please do not hesitate to write again.

Sincerely yours,

The Cultural Counselor

* *In each issue this page will be devoted to mail received from readers. We will publish the letters whose replies seem to be of general interest to our American friends who wish information on the problems of pedagogy and teaching.*

BIBLIOGRAPHY ON FRENCH EDUCATIONAL REFORM

- Bulletin Officiel du Ministère de l'Education Nationale - November 16, 1944. (special issue of the publication of the Ministry of National Education devoted to educational reform). Paris 1944.
- La Réforme de l'Enseignement - Ministère de l'Education Nationale: projet soumis à Monsieur le Ministre de l'Education Nationale par la Commission ministérielle d'étude - (proposed educational reforms submitted to the Minister of National Education). Paris 1945.
- Le projet de réforme de l'enseignement du second degré - Ch. Brunold. (Proposed reform in secondary education). Paris 1945.
- Loi Barangé - addenda to the Bulletin Officiel de l'Education Nationale, No. 33 - September 18, 1952 - Circulaire, September 15, 1952 (the Barangé Law, which pertains to religious schools in France).
- Projet de Loi de Monsieur Yvon Delbos - Journal des Professeurs, January 7, 1950 (Law proposed by Monsieur Yvon Delbos).
- Pour la Réforme de l'Enseignement - Cahiers Pédagogiques pour l'Enseignement du Second Degré, Nos. 3, 4, January 1950, No. 3, December 1950, No. 5, January 1957.
- La Réforme de l'Enseignement, by M. Capitant - Cahiers Français d'Information, July 21, 1945.
- Projet de Loi portant Réforme de l'Enseignement public - La Réforme de l'Enseignement et l'Orientation - L'Enseignement Technique, No. 7, 1955.
- Réforme de l'Enseignement - revue Esprit, No. 6, June 1954, No. 2, February 1955, No. 2, February 1957 (medical reform).
- Projet de Loi - addenda to l'Education Nationale, No. 35, December 1956.
- Décret du 27 Novembre 1956 - Journal Officiel de la République Française, November 29, 1956 (effectives reforms).
- L'enseignement secondaire en péril de mort, by P. Bennezon - Revue Universitaire, July, October 1955.
- L'Enseignement de la Liberté, by André Philip, Bâtir l'Ecole, by P. Bruneau, revue Preuves - No. 65, July 1956, No. 71, January 1957.
- La Carence de l'Université Française, by Auguste Gallois - revue Preuves, No. 69, November 1956.
- Opinions sur la Réforme - Bulletin de Presse du Bureau Universitaire de Statistique, December 1956.
- La Réforme de l'Enseignement - Ecole Libératrice, January 26, 1956, and addenda, Nos. 14 and 15, January 4 and 11, 1957.
- Pourquoi il faut réformer l'enseignement, by J. Guilhem - Cahiers Français d'Information, June 1957.
- Une réforme un peu trop ambitieuse, by André François-Poncet - Le Figaro, July 23, 1957.
- L'Académie Française rappelle son hostilité au "tronc commun" - Le Figaro, July 19, 1957.
- La réforme devant l'Assemblée - Le Monde, July 24, 27, 1957.
- Le Problème No. 1 - Ministère de l'Education Nationale, Paris. July 1957.
- see also in the "Education Nationale" (weekly publication of the Ministry of National Education) Nos. April 23, 1953, November 19, 1953, May 5, 1955, May 12, 1955, May 26, 1955, September 29, 1955, January 26, 1956, May 10, 1956, June 7, 1956, September 7, 1956, October 11, 1956, October 18, 1956, October 25, 1956, November 29, 1956, January 10, 1957, January 31, 1957, February 28, 1957, March 14, 1957, May 9, 1957, May 16, 1957 and May 30, 1957.
- La Réforme de l'Enseignement et l'Education Permanente, by R. Berthoumieu, Inspecteur général - Les Cahiers de l'Enfance, No. 37, June and July, 1957.